

ERIC Document Resume		See Instruction Sheet		DATE OF RESUME 5/10/65	DATE RECEIVED
A. PUBLICATION DATA					
ED001677		2. ORIGINATOR CONTROL NO(S). N.A.		3. IDENTIFICATION NO. N.A.	
4. AUTHOR(S): Cangemi, Joseph P.				DO NOT WRITE IN SPACE BELOW	
5. TITLE OF DOCUMENT ABSTRACTED: A School to Employment Program in Syracuse, New York					
6. PUBLICATION TITLE: N.A.					
7. EDITOR(S): N.A.					
9. PUBLISHER OR SOURCE City School District, Madison Area Project, Syracuse, New York				8. PLACE OF ORIGIN City School District Madison Area Project Syracuse, New York CITY, STATE	
10. VOL. N.A.	11. PAGES N.A.	12. MO./YR. N.A.	13. TOTAL PP. 26	TELE. EXT. INST/LOC CODE	
B. INDEXING DATA					
14. SUBJECT AREA				15. TYPE OF ENDEAVOR report	
16. INDEXING TERMS (6-12)					
drop-out program		educational re-evaluation		potential dropouts	
state programs		secondary education		student values	
work experience		culturally-deprived children		employment programs	
				work-study programs	
				industrial training	
17. ABSTRACT (MAX. 250 WORDS) STEP, Madison Area Project, Syracuse New York					
STEP, the School-to-Employment Program, is a state-sponsored experimental project to help pupils in grades 7 through 10 who have been identified as potential dropouts. It is designed to put into effect a program of instruction and school-supervised work-experience that will develop habits, attitudes and skills enabling students to obtain suitable employment when they leave school, or, to increase their interest in completing their education. In the morning, pupils meet with a coordinator for home-room and two instructional periods. Emphasis is on job guidance and related subjects. They report for work experience in the afternoon with private industry or the school system and are paid the prevailing wage stipend. The work experience is fully supervised and rated for school credit. Students carry 5 subjects, two given by the coordinator, two in a regular school program and one in job experience. Specific screening and testing procedures record pupil experiences. The organization of the program, including the flow and organizational charts of the different phases of the STEP operation, is presented. Sample reports, forms, and questionnaires for teachers, pupils, industry and parents conclude the report.					
ERIC No.					
18. SOURCE OF ABSTRACT					
C. FUNDING DATA					
19. SUPPORTING ORGANIZATION				20. DIVISION OR DEPT.	21. CONTRACT NO.
				22. TOTAL COST OF PROJECT	PROJECT NO.
				23. DURATION OR PROJECT	
U.S. Department of Health, Education, and Welfare Office of Education					

ED001677

Leland M. Miller
Mulligan

A SCHOOL TO EMPLOYMENT PROGRAM IN SYRACUSE, NEW YORK

BY: Joseph P. Cangemi
Vocational and Placement Coordinator

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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THE SCHOOL-TO-EMPLOYMENT PROGRAM

2. The Proposal

2.a. The Problem

STEP, the School-to-Employment Program, is a State-sponsored experimental project designed to help pupils now in grades 7 through 10 who have been identified as potential dropouts and put in effect a program of instruction and school supervised work-experience that will develop those habits, attitudes and skills which will enable them to obtain suitable employment when they leave school or, in some cases, rekindle the spark for education so that they return to a regular school program and complete their high school education. It will be an integral but separate part of the Madison Area Project World-of-Work Training Program.

The need for this type of program is shown not only by the large number of school dropouts but in the problems created by these youngsters in the labor market and, in many cases, juvenile delinquency. These boys and girls who have left school are ill-equipped educationally and emotionally for the world of work, and automation has added to their problems of obtaining work. They not only have little or nothing in the way of skills to offer a prospective employer but their general habits and attitudes are also largely negative. In the Madison area, the out-of-school and unemployment rate is dangerously high. Better preparation for the world of work or strengthened school-holding power is needed.

The essential problem of this group is that they have not found a satisfactory avenue or channel of growth toward adult competence. Since they are failing in school, they cannot grow up by means of the school. They need an alternative pathway to that offered by the school as we now know it. The school is not meeting the needs of these alienated youth; STEP is one of the ways to better meet these needs.

2.b. Program Procedures

2.b.1. Curriculum

2.b.1.a. School

The students will meet with the teacher-coordinator as a group each day. They will meet with him individually a minimum of two times per week. The group meetings will take into consideration the local labor market, preparation for entrance into it, employee-employer relationship, em-

ployee responsibility, plus other topics to prepare a student for absorption into local commerce should he decide to leave school. The teacher-coordinator will lend whatever assistance is necessary to students who find their employment tasks difficult.

Students in the program will be assigned mathematics, science, social studies, and English from the normal school curriculum. A team-teaching approach will be used when applicable and practical. The program will be located at Madison Junior High School and Central High School. The Madison Area Project will allow all of its facilities and staff to be utilized in helping this program to be most successful.

STEP will be a distinct yet integral part of the Madison Area Project (MAP), an experimental educational program aimed at improving educational opportunities for culturally disadvantaged children and youth.

2.b.1.b. Work Experience

Work stations in public and private agencies and establishments will be utilized. Concentration will be on private establishments.

In both types of establishments (private and public) an individualized, personalized program will be developed. Employers in the program will be expected to furnish the student with a series of planned experiences, rather than a concentration on "keeping him busy". Menial tasks will be experienced only as part of a larger experiential program. Employers who have menial tasks in mind as an end in itself will not be negotiated. A sample of an individualized on-the-job experience program is included.

A concentrated attempt will be made to place STEP students in a non-school environment. Since negative identification may result with school work situations, private employment is viewed more positively for STEP students. We will attempt to place the majority of our students in private commerce.

Students will get the experience of being interviewed for the position desired just as would anyone else. Application procedures will also follow as if he were seeking full-time employment.

Students will receive their stipends from the employer if engaged in private establishments. If engaged in public agencies, the school district will make payment.

MADISON AREA PROJECT

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In public agencies, they will receive \$0.80 per hour.

Students in the STEP Program will be employed three hours per day, fifteen hours per week.

People responsible for the student on the job will report the student's progress to the coordinator, who will visit the work station frequently. Written forms will also be utilized.

2.b.1.c. Special Services

A psychiatric team, functioning in the Madison Area Project, will be utilized to maximize the effect of the STEP Program on the students. The psychiatric team includes: a psychiatrist, a clinical psychologist, a psychiatric social worker, a guidance counselor, and a vocational rehabilitation specialist.

Because of the nature of the Madison Area Project, additional services will be available under normal circumstances.

The district (and the Madison Area Project specifically) will undertake to improve the basic skills of the students in the program and will do it through a team-teaching approach, by utilizing consultants, and by utilizing hand-picked, professionally capable teachers, who can competently teach these students basic subject material.

Attempts will be made to relate subject matter in such a fashion that it has particular reference or interest to the on-the-job work experience.

2.b.1.d. Teacher-Coordinator

The teacher-coordinator is a licensed professional with several years of experience. He has had teaching and administrative experience, and is a qualified counselor and school psychologist.

2.b.1.e. Termination

When students are terminated with the STEP Program, they will have several available alternative paths, a diagram of which is inserted for your inspection. The New York State Employment Service will take a partnership role with the Madison Area Project. (See Chart D, Page

2.c. Student Participants

The form for selection of potential dropouts is enclosed. Teachers and counselors will select students for the STEP Program.

MADISON AREA PROJECT

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Both boys and girls will enter the program. Forty-five will be involved with the program, and each parent will be seen personally. Subsequent meetings with parents will follow. (See Page 12.)

Screening procedure for STEP Program:

- A. Acquaint Junior High School Guidance Counselor in high incident dropout schools with the program and ask for referrals.
- B. Referrals from counselors.
- C. Holding Power Data Forms distributed in triplicate for each referral.
- D. Preliminary screening of referrals.
- E. Methods of screening.
 - (1) One criteria was a minimum of five vulnerable checks on the Holding Power Data Form. (copy attached) (Page 12)
 - (2) Teachers and counselors recommendations as indicated by comments on above form.
 - (3) Individual conferences with students who might fit into the program.
 - (4) Selection of students.
- F. Parent interviews.
 - (1) Description of program.
 - (2) Give "Information to Parents" form (copy attached) (Page 14)
 - (3) Parental decision. If favorable, signed "Approval" form. (copy attached) (Page 15)

2.d. Advisory Council

The Advisory Council will meet monthly and draw its members from organizations in the area that can best benefit the program. The Onondaga County Youth Board has an Advisory Committee and this committee will serve as STEP's advisory group. The Advisory Council of the Onondaga County Youth Board is the same that assisted the STEP Program during the 1961-62 school year.

2.e. Evaluation

The evaluation of the program will be in the hands of the School District Research Service. Attempts will be made to work out effective followup

MADISON AREA PROJECT

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measures. A control group will be selected, and parents will be notified as to their child's performance by periodic conferences or by a progress report which will be taken home by the student.

The Madison Area Project Special Staff will be available as a resource to the STEP Program. Because of Madison Area Project's close relationship with Syracuse University and local social agencies, the resources of many other institutions will also be available as the need arises.

STEP is an integral phase of a larger Madison Area Project program dealing with alienated youth. The World-of-Work Program as such strengthens a program for school leavers.

The following charts are attached:

CHART A (Page 7)

Page 1 - Shows the relationship of STEP in the City School District setting, including the Madison Area Project.

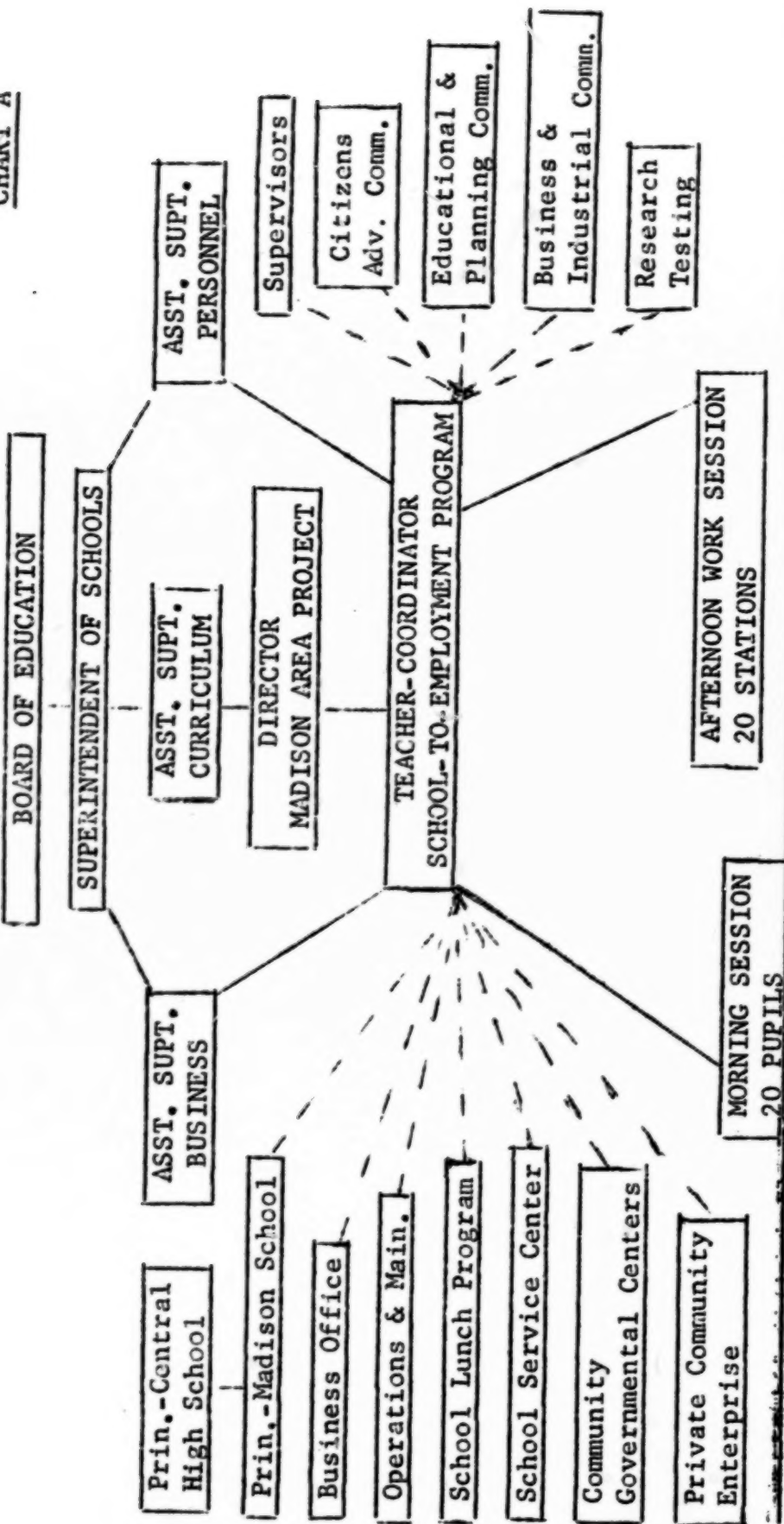
Page 2 - Shows the relationship of STEP to the Madison Area Project.

CHART B (Page 8) - Concerns with the relationship of the STEP Program to an overall program dealing with the dropout.

CHART C (Page 9) - Depicts the sequence for the STEP Program.

Charts B (Page 8), C (Page 9), and D (Page 10) focus on the various aspects of the STEP Program.

ORGANIZATIONAL CHART
SYRACUSE PUBLIC SCHOOLS
SCHOOL-TO-EMPLOYMENT PROGRAM
CHART A



SERVICES - SPECIAL STAFF PERSONNEL - STEP

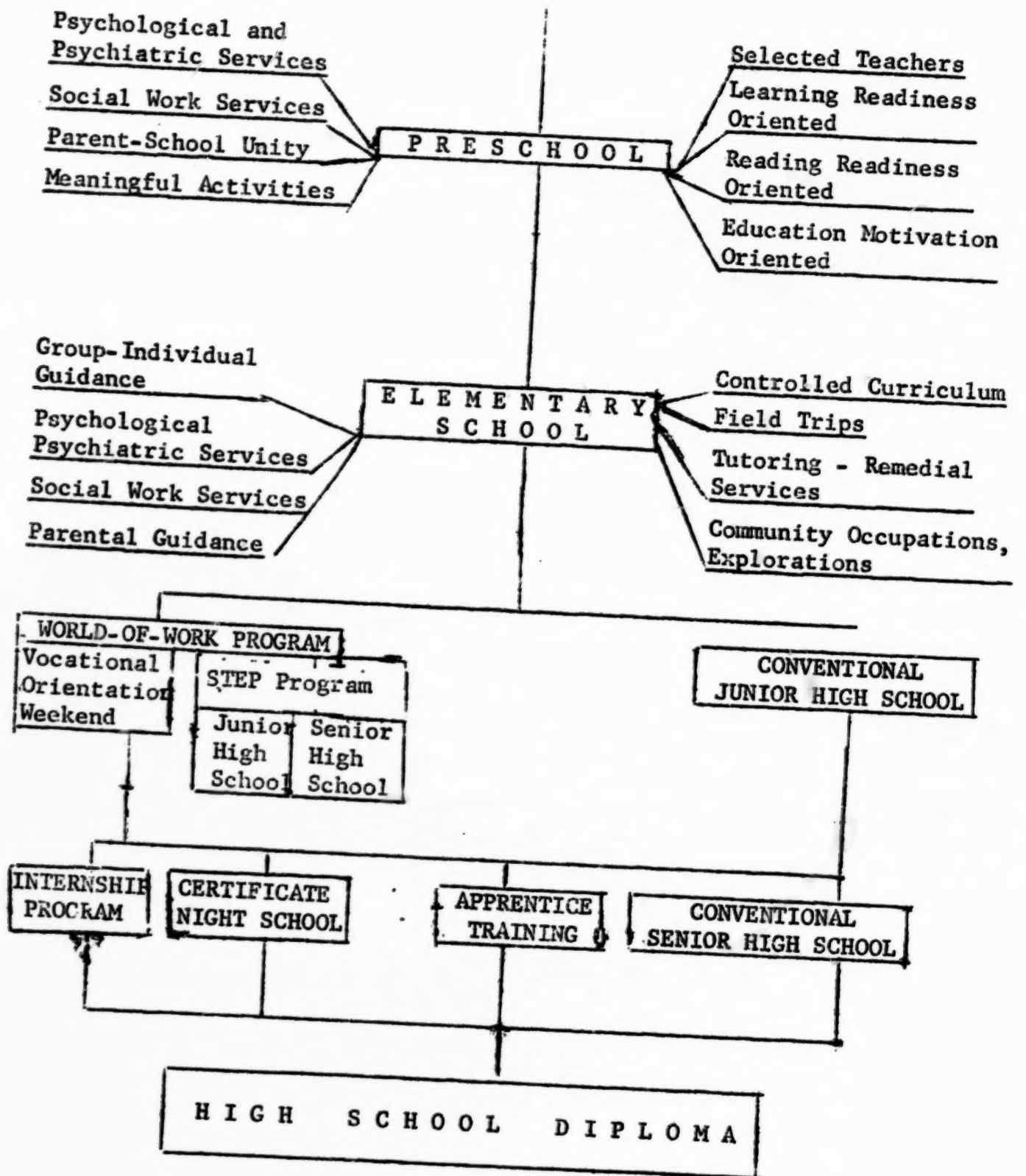
Teacher-Coordinator	Psychiatric Social Worker	Business & Industrial Comm.
Assistant to the Director	Psychologist	Educational & Planning Comm.*
Audiovisual Coordinator	Research Coordinator	Vocational Rehabilitation Serv.
Community Coordinator	School Volunteer Coordinator	
Curriculum & Activities Coord.	Supervisor, School of Social Work, Syracuse University	*Composed of educational advisors from Univ. and Syracuse ed. system;
Director	Vocational & Placement Coordinator	includes psychologists, administrators, guidance personnel and teachers.
Post Graduate Social Workers, Syracuse University (3)		

MADISON AREA PROJECT
WORLD-OF-WORK TRAINING PROGRAM

CHART B

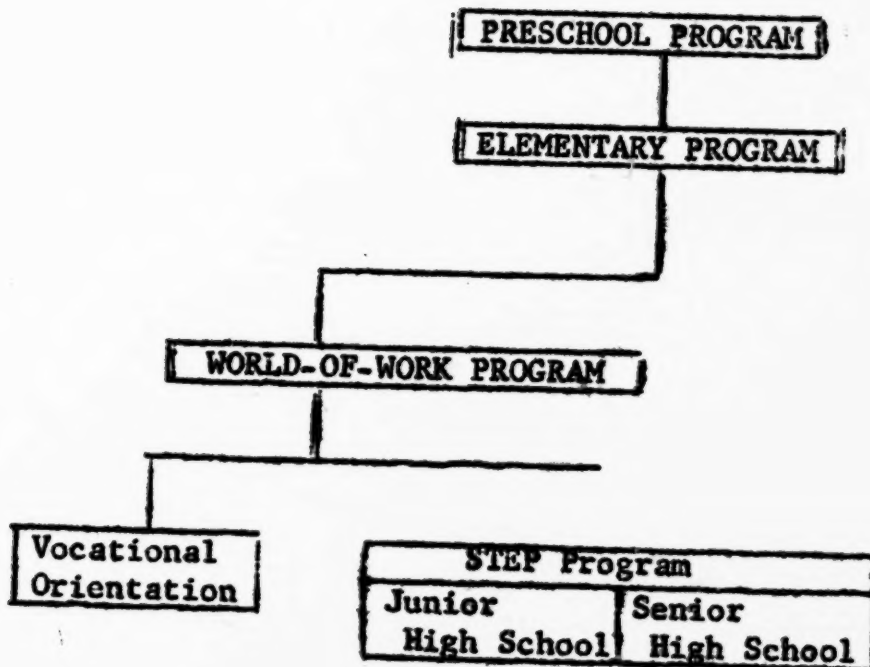
ORGANIZATIONAL OUTLINE

STEP PROGRAM



THE STEP PROGRAM

CHART C



PART I - VOCATIONAL ORIENTATION PROGRAM

Regular class instruction with frequent community field trips oriented to motivate student to think about vocations, including employer demands, community needs and employee needs. This phase will attempt to provide needed motivation for a guided exploration to the World-of-Work through a series of carefully planned field trips with curricular integration.

PART II - STEP PROGRAM

This program is geared for potential dropouts fifteen years of age and educationally unmotivated. These students will be given a half-day of school and a half-day of vocational experience. Each student will be handled individually, and the school work will be related to the afternoon vocational experiences. When the student is terminated with the STEP Program, he can:

1. Enter the regular school program.
2. Enter community business and industry.
3. Enter an apprentice-training program.
4. Enter a more skilled vocational-preparation program
5. Attend night school only.

PART III - VOCATIONAL ORIENTATION WEEKENDS

Through the cooperation of the Syracuse Rotary Club and the Syracuse Salvation Army, several days away from school, home, and, in general, the normal daily routine will be afforded those students selected for participation in the STEP Program. At the camp, called "Camp Goodwill", the students are introduced to various phases, expectations and responsibilities involved in the role of an employee. Besides vocational orientation sessions, numerous games and activities and lots of food are another aspect of the camping experience. Opportunities to establish rapport and confidence with the teacher-coordinator, as well as getting to know better the other students in the program, are some of the other objectives of the Weekends. There are generally two camping periods: one for the boys, and the other for the girls.

PART IV - THE STUDENT VOLUNTEER PROGRAM

Students and other interested community members act as tutors for students in the STEP Program. They not only help them with their lessons, but also take them to community activities to broaden their cultural experiences, such as plays, skits, and concerts.

PART V - THE SOCIAL PHASE

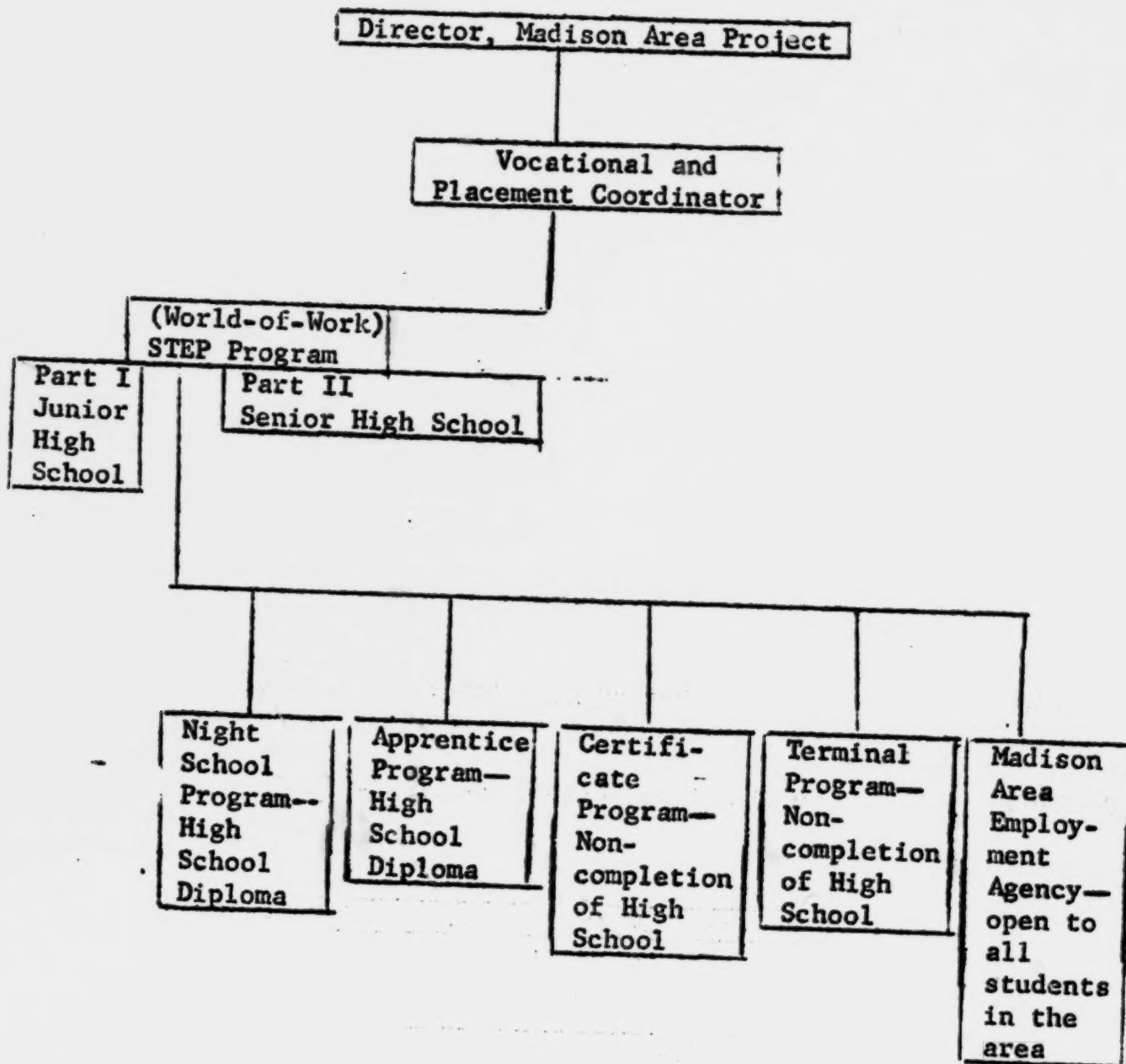
To broaden the students' opportunities for new and different methods of recreation and social activities, the teacher-coordinator throughout the year arranged for bowling matches, parties, and so on. Added poise confidence and social maturity are some of the objects of this phase of the program.

PART VI - GROUP GUIDANCE

Each day, in a group, the STEP students meet for one period. During this period, opportunities to discuss likes, dislikes, feelings, experiences, etc., are provided within an accepting atmosphere provided by the teacher-coordinator. Frustration, tension and anxiety release, as well as growth potential, are among the objectives of this period. It was a key factor in the STEP Program for the 1963-64 school year.

STEP - Personnel Organization Chart

CHART D



The following are samples of the individualized curriculum and vocational experiences students in the STEP Program will receive.

A program will be set up, utilizing the student's interests and aptitudes, while taking into serious consideration the level of instruction found to be most adaptable to his learning ability.

APPENDIX

PAGES 12—16 - which precede the individualized curriculum and vocational experiences concern instruments which have been developed to deal with diagnostic, informative and evaluative dimensions of the STEP Project.

PAGES 13—23 - Cover student intern work stations and the duties covering this assignment.

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THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Bureau of Guidance
Albany 1

Holding Power Project
Form Number II
April 1954

PUPIL HOLDING POWER DATA

Teacher Reporting _____

Date _____

Below are listed potential factors in early school leaving or retention. Only definitely negative and positive characteristics are shown; hence it may not be possible to check every item for every student. Items in Part 1 may be obtained from school records or observation by the person responsible for completing this form. Items in Part II should be a summary of the opinions of all teachers under whose supervision the pupil comes during the school year.

PART 1

Last Name	First	Initial	Age	Grade
FACTOR				
		VULNERABLE TO DROPPING OUT	FAVORABLE TO RETENTION	
a. AGE	Old for grade group (over 2 years) _____		At age for grade group _____	
b. PHYSICAL SIZE	Small for age group _____		No size demarcation _____	
	Large for age group _____			
c. HEALTH	Frequently ill _____ Easily fatigues _____		Consistently good health _____	
d. PARTICIPATION IN SCHOOL ACTIVITIES	None _____		Planned and reasonable _____	
e. PARTICIPATION IN OUT-OF-SCHOOL ACTIVITIES	None _____		Planned and reasonable _____	
f. GRADE RETARDATION	One year or more retarded _____		At grade or above _____	
g. FATHER'S OCCUPATION	Unskilled _____		Professional _____	
	Semi-skilled _____		Semiprofessional _____	
			Managerial _____	

Form II - Page 2

PUPIL HOLDING POWER DATA

FACTOR	VULNERABLE TO DROPPING OUT	FAVORABLE TO RETENTION
h. EDUCATIONAL LEVEL ACHIEVED BY: FATHER MOTHER	Grade 7 or below Grade 7 or below	Grade 10 or above Grade 10 or above
i. NUMBER OF CHILDREN IN FAMILY	Five or more	Three or less
j. SCHOOL-TO-SCHOOL TRANSFERS	Pattern of "jumping" from school to school	Few or no transfers
k. ATTENDANCE	Chronic absenteeism (20 days or more a year)	Seldom absent (10 days or less a year)
l. LEARNING RATE	Below 90 I.Q.	Above 100 I.Q.
m. ABILITY TO READ	Two years or more below grade level	At or above grade level
n. SCHOOL MARKS	Predominantly below "C"	Predominantly "B" or above

PART II

o. REACTIONS TO SCHOOL CONTROLS	Resents controls	Willingly accepts controls
p. ACCEPTANCE BY PUPILS	Not liked	Well liked
q. PARENTAL ATTITUDE TOWARDS GRADUATION	Negative Vacillating	Positive United
r. PUPIL'S INTEREST IN SCHOOL WORK	Little or none	High
s. GENERAL ADJUSTMENT	Fair or poor	Good

Additional Comments:

STUDENT'S NAME _____

(Please rank the following by matching the letter before each statement and the numbers below.)

What I would look for in choosing a job?

- A. Small chance to lose the job.
- B. Good vacation policy.
- C. Other workers make good friends.
- D. Clean and comfortable place to work.
- E. Be your own boss at work.
- F. Good pay.
- G. Job gives you big name.
- H. Interesting work.
- I. Good boss.
- J. Good chance for promotion.
- K. Easy work.
- L. Chance to help other people.

MOST IMPORTANT
↓
DOWN
↓
TO
↓
LEAST IMPORTANT

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

VOCATIONAL SENTENCE COMPLETION BLANK

Going to work dressed up _____
I would like to work with _____
I enjoy _____
Work _____
I always wanted to be _____
I am _____
Working alone _____
Selling things _____
People _____
Tools _____
Bosses _____
Machines _____
Being a boss _____
Other people working near me _____
Discussing problems with a supervisor _____
Being on time _____
I like the kind of work that _____
Being alone _____
School _____
Stealing from the boss _____
Working _____
Opportunity _____
Learning a skill _____
Working inside _____

(continued)

Working inside _____
Earning money _____
Working with other people _____
Working on cars _____
Waiting on people _____
Working in a hospital _____
I would rather not work _____
If I had my choice I would _____
Getting an education _____
Fighting while at work _____
I would enjoy working with _____
Swearing _____
One-half day of school and one-half day of work _____

Being with other people _____
In the boss's office _____
To the boss's secretary _____
If I'm going to be late for work _____
If I hate my job station _____
If I am sick and cannot go to work _____
If I'd rather go to the movies on a day I have to work _____

The people I work with _____
To my fellow employees _____
My father works _____
Answering a telephone _____
Sick people _____
Working _____

(continued)

I am glad that _____

Nice clothes _____

Getting dirty at work _____

My mother works _____

Working outside _____

Working with a group of people _____

If my boss is mean to me _____

COMPLETE THE SENTENCES

SEX: _____ AGE: _____ GRADE: _____ DATE: _____

1. I like _____
2. The happiest time _____
3. I want to know _____
4. At home _____
5. I regret _____
6. At bedtime _____
7. Boys _____
8. The best _____
9. What annoys me _____
10. People _____
11. A mother _____
12. I feel _____
13. My greatest fear _____
14. In the lower grades _____
15. I can't _____
16. Sports _____
17. When I was younger _____
18. My nerves _____
19. Other kids _____
20. I suffer _____
21. I failed _____
22. Reading _____
23. My mind _____

(continued)

24. The future _____
25. I need _____
26. Dating _____
27. I am best when _____
28. Sometimes _____
29. What pains me _____
30. I hate _____
31. At school _____
32. I am very _____
33. The only trouble _____
34. I wish _____
35. My father _____
36. I secretly _____
37. I _____
38. Dancing _____
39. My greatest worry is _____
40. Most girls _____

BOARD OF EDUCATION
CITY SCHOOL DISTRICT
Syracuse, New York

INFORMATION TO PARENTS
About
THE SCHOOL-TO-EMPLOYMENT PROGRAM

1. Program:

The Syracuse School System and the Madison Area Project, in cooperation with the State Education Department, is going to conduct a program especially designed for 15-year-old boys and girls intending to leave school at their sixteenth birthday. Boys and girls selected for this program will spend the morning in a special class and the afternoon in a school-supervised, released-time work program.

2. What Will Pupils Do: Pupils selected for this opportunity will follow this school program.

- a) Classwork and conferences in the morning with the teacher-coordinator.
- b) Job placement in schools or other public agencies in accordance with their skills and abilities.
- c) An afternoon work period limited to four hours per day.
- d) Paid employment. The pay scale established in this work-study program is 70¢ per hour while child is working.

3. Purposes:
- a) Improve the pupils employability.
 - b) Bridge gap between school and employer.
 - c) Decrease the rate of job turnover after leaving school.
 - d) Develop favorable attitude toward work.
 - e) Learning the importance of regular attendance and punctuality.
 - f) Learning simple skills and good work habits.
 - g) Learning to follow directions and to assume responsibilities.
 - h) Awareness of the need for improvement in English, Arithmetic, etc.
 - i) Decrease the rate of school dropouts.
 - j) Extending and possibly completing their high school education.

4. What Can Parents Do: If you approve of this program, you can help by talking it over with your child and try to impress on him the importance of following the standards and accepting the responsibilities that are necessary for the program's successful operation.

BOARD OF EDUCATION
CITY SCHOOL DISTRICT
SYRACUSE, NEW YORK

PARENTS APPROVAL FOR SCHOOL-TO-EMPLOYMENT PROGRAM

Date _____

Dear Sir:

We have read "Information to Parents School-to-Employment Program." We realize that the employment involved is a CLASSROOM AWAY FROM SCHOOL and have discussed the entire program with the teacher-coordinator and with our child. We approve of this plan and will put forth every effort to help our child comply with the standards and responsibilities established by the Syracuse School System.

Parent or Guardian

SYRACUSE PUBLIC SCHOOLS
"STEP"
Training Report

Student _____ Agency _____
Work Experience _____ Supervisor _____
Hours Worked This Week _____ Week Ending _____

Please rate the student in the following areas by circling the appropriate item. Give your frank opinion, as the trainee wants to improve so that the will become a successful worker.

1. QUANTITY OF WORK
High _____ (Consider speed and amount)
Average _____ Low _____
2. QUALITY OF WORK
Thorough _____ Average _____ Poor _____ Careless _____
3. DEPENDABILITY
Always on time _____ Reliable _____ Regular attendance _____
Gropes for excuses _____ Unreliable _____ Irregular attendance _____
4. INDUSTRY AND INITIATIVE
Completes assignments promptly and efficiently
Does additional work without being told
Requires normal amount of supervision
Needs constant supervision
5. COOPERATION
Respects rules _____ Works well with others _____
Volunteers assistance _____ Often breaks rules _____
Indifferent _____ Difficult to get along with _____
6. COURTESY
Practices common courtesies _____ Needs help with manners _____
7. GENERAL ATTITUDE
Shows enthusiasm _____ Agreeable and well-liked _____
Hostile _____ Is appreciative and accepts criticism _____
8. GROOMING AND HEALTH HABITS
Nails _____ Clean _____ Neglected _____
Hair: _____ Net _____ Unkept _____
Teeth: _____ Healthy _____ Offensive _____ Suggest barber or hairdresser _____
Skin: _____ Clear _____ Blemish _____ Suggest physician or dentist _____
Posture: _____ Good _____ Poor _____
Make-up _____ Correct _____ Extreme _____
Shoes: _____ Shined _____ Neglected _____
Daily, bath, clean clothes, and deodorant appear routine:
(Yes) _____ (No) _____
9. PERSONALITY AND OUTLOOK
Cheerful _____ Moody _____ Smiles Often _____ Antagonistic _____
Sullen _____ Has charm _____ Slow Moving _____ Indifferent _____
10. DEGREE OF EMPLOYABILITY
Employable _____ Placeable with some difficulty _____
Probably unemployable _____ Placeable with considerable difficulty _____

Please return to: _____
(Use reverse side for comments)

Teacher-Coordinator

CITY SCHOOL DISTRICT
MADISON AREA PROJECT
SYRACUSE, NEW YORK

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STEP PROGRAM

<u>Training Objective</u>		<u>Training Center</u>	
<u>Student Intern</u>	<u>Age</u>	<u>Address</u>	<u>Phone</u>
<u>Address</u>	<u>Phone</u>	<u>Director of Training Program</u>	
<u>Date of Training</u>	<u>Work Hours</u>	<u>Supervisor, Student Intern</u>	

Coordinator, Student Training

.....
Photographer'S Assistant

CAMERAS

Selection of Camera

- analyzing subject matter
- portraying subject matter
- use of 35 mm camera
- use of press camera
- use of polaroid camera

Selection of Film

- general purpose film
- process film copying
- color negatives, slide material

Measurement of Light

- use of the light meter
- incident light
- reflected light

DEVELOPING FILM

Dark Room Procedures

- use of lighting for physical facilities
- selection of developers
- time and temperature development
- rinsing and fixing film
- drying film techniques
- proofing films

PHOTOGRAPHIC PRINTING

Enlargement and Contact Printing
selection of paper contrast
preparing paper developer
exposure and development of print
washing and drying print
post-treatment of print

CAPTIONS AND LETTERING

Layout Techniques
selection of backing materials
selection of adhesive materials
mounting techniques
font families of printer's type
hand-lettering

DISPLAYING OF MATERIALS

STUDENT PREPARATIONS

Daily Requirements
observe carefully all demonstrations by supervisor
take thorough notes of each demonstration
practice and review each phase for the supervisor
be prepared at any time for details of training covered
present a clean, wholesome appearance at all times
maintain a professional attitude with all personnel
report promptly each day to supervisor
in the event of absence, call supervisor

CITY SCHOOL DISTRICT
MADISON AREA PROJECT
SYRACUSE, NEW YORK

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STEP PROGRAM

Training Objective		Training Center	
Student Intern	Age	Address	Phone
Address	Phone	Director of Training Center	
Date of Training	Work Hours	Supervisor, Student Intern	
Coordinator, Student Training			

.....

Sequential Training Experiences

OFFICE ETIQUETTE

Office Telephone

- answering incoming calls
- routing calls on the intercom
- taking return messages
- routing return telephone messages

Office Desks

- care and cleaning
- filing of in-and-out copy
- supplies of personnel maintained

PUBLIC RELATIONS

Newspaper and Publications

- scans daily publications
- marks those of interest to MAP
- route articles to Shirley Hall
- clips and mounts selected articles
- files all copies used

OFFICE STOCK INVENTORY

Running Inventory

- check daily stationery usage
- check off inventory card of all stock
- maintain supplies to mimeo and ditto machines

Running Inventory (continued)
adjust inventory of stock
file requisition slips
re-order stationery stock
maintain janitorial supplies

CONFERENCE ROOM

Conference Room Log
arrange appointments for use of the room
maintain needed physical arrangements for each meeting
order and prepare refreshments as desired
keep a record of the activities for routine scheduling

STUDENT PREPARATIONS

Daily Requirements
observe carefully all demonstrations by supervisor
take thorough notes of each demonstration
practice and review each phase for the supervisor
be prepared at any time for details of training covered
present a clean, wholesome appearance at all times
maintain a professional attitude with all personnel
report promptly each day to supervisor
in the event of absence call supervisor

CITY SCHOOL DISTRICT
MADISON AREA PROJECT
Syracuse, New York

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STEP PROGRAM

<u>Training Objective</u>		<u>Training Center</u>	
<u>Student Interne</u>	<u>Age</u>	<u>Address</u>	<u>Phone</u>
<u>Address</u>	<u>Phone</u>	<u>Director of Training Center</u>	
<u>Date of Training</u>	<u>Work Hours</u>	<u>Supervisor, Student Interne</u>	

Coordinator, Student Training

.....
Food Service Helper

Service

Dining Room Service

removing dishes, stacking loading and
unloading trays in kitchen
serving; setting a table
serving food at the counter

Kitchen Service

cleaning utensils, hand tools, fixtures
Washing dishes, stacking, storing dishes

Cooking

Simple Cookery

preparation of foods for cooking
preparation of salads
care of fruits and vegetables
refrigerator and store-room management for beginners

Advanced Cookery

roasting meats
frying meats and fish-deep fat frying
broiling meats and fish
stewing meats
poultry cookery
figuring costs of menu

Cooking (continued):

Puddings and Desserts
 cooking puddings
 baking puddings
 making frozen puddings

Baking

Simple Baking
 baking biscuits
 baking muffins

Advanced Baking
 baking breads
 baking cakes
 baking pies
 decorations, etc.

Student Preparations

Daily Requirements

observe carefully all demonstrations by supervisor
take thorough notes of each demonstration, practice
and review each phase for supervisor
be prepared at any time for details of training covered
present a clean, wholesome appearance at all times
maintain a professional attitude with all personnel
report promptly each day to supervisor
in the event of absence, call supervisor

CITY SCHOOL DISTRICT
MADISON AREA PROEJCT
Syracuse, New York

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STEP PROGRAM

<u>Training Objective</u>		<u>Training Center</u>	
<u>Student Interne</u>	<u>Age</u>	<u>Address</u>	<u>Phone</u>
<u>Address</u>	<u>Phone</u>	<u>Director of Training Center</u>	
<u>Date of Training</u>	<u>Work Hours</u>	<u>Supervisor, Student Interns</u>	
<u>Coordinator, Student Training</u>			

.....

Exploratory: Mail Clerk

Office Etiquette

Office Routine

- answering incoming calls
- referral messages to designation
- schedule activities of office needs
- maintain office supplies

Mail Room

Routing Mail

- route outgoing interschool mail
- route incoming interschool mail

Determining Mail Rates

- Weighing packages, parcels, etc.
- types of mailing prodedures
- identifying postal rates

Stamping Machine

- running through school mail
- sorting to destination

Student Preparations

Daily Requirements

- observe carefully all demonstrations by supervisor
- take thorough notes of each demonstration
- practice and review each phase for the supervisor
- be prepared at any time for details of training covered
- present a clean, wholesome appearance at all times
- maintain a professional attitude with all personnel
- report promptly each day to supervisor
- in teh event of absence call supervisor

MADISON AREA PROJECT

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ESTIMATED EXCESS COSTS OF STEP 1964-65 School Year

District _____

District No. 1 Town of _____

Supervisory Dist. No. _____ County of _____ Onondaga

A. Anticipated Operational Expenditures'

1.0 Personnel Services

1.1 Salary of two graduate assistants assigned part-time responsibility for operation of the programs in both the junior high school and senior high school.

	<u>Rate of Pay</u>	<u>Estimated Expenditure</u>
Graduate Assistants (2)	\$2,250.00 ea.	\$4,500.00

1.2 Extra compensation paid to regular professional, clerical and technical personnel for additional service or added responsibilities related to STEP

<u>Name of Individual</u>	<u>Description of STEP assignment</u>	<u>Rate of pay</u>	<u>Length of employment on STEP</u>	<u>Estimated Expenditure</u>
Student				
Clerical (FT)				\$5,500.00 \$3,000.00

1.3 Other personnel expenses related to STEP

<u>Name of Individual</u>	<u>Title of Position</u>	<u>Rate of pay</u>	<u>Length of employment on STEP</u>	<u>Estimated Expenditure</u>
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2.0 Other Personnel Costs

2.1 District contribution to retirement system based on salaries reported under Personnel Services:

2.11 Teachers Retirement System		
Rate 15.7% Total Affected Salaries	-0-	-0-
2.12 Employees Retirement System		
Rate 13.75% Total Affected Salaries		-0-
2.13 Social Security		
Rate 3 5/8% Total Affected Salaries	\$9,500.00	\$ 330.01

2.2 Professional travel by professional personnel directly related to STEP

<u>Name of Traveler</u>	<u>Purpose</u>	<u>Basis for Reimbursement</u>	<u>Estimated Expenditure</u>
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2.22 Special trips			
Name of Traveler	<u>Destination</u>	<u>Purpose</u>	<u>Estimated Expenditure</u>
Three People	Albany	Workshop	\$300.00
One Person	Two Conventions	Present paper on this version of Work-Study Program	\$150.00

3.0 Materials to be purchased directly related to STEP:			
Description of Material	Quantity Purchased	Unit Cost	Estimated Expenditure
			\$600.00

4.0 Other Estimated Operational Expenditures.

B. PUPIL STIPENDS

1.0 Include only stipends paid to pupils by district for employment in governmental agency.

Number of Pupils (1)	Hourly Rate of Stipend (2)	Total No. of Hours Employed (3)	Estimated Total Stipends Paid (2 x 3)
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C. SUMMATION OF ESTIMATED STEP AID

A. OPERATIONAL EXPENDITURES

1.0 Personnel Services

1.1 Salary of teacher-coordinator	\$ -0-
Salary of graduate assistants (two).....	\$ 4,500.00

1.2 Extra compensation paid.....	\$ -0-
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1.3 Other personnel expenses (secretary, 12 mos.)	\$ 3,000.00
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2.0 Other Personnel Costs

2.1 Retirement contributions.....	\$ -0-
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2.11 Teachers retirement.....	\$ -0-
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2.12 Employees retirement.....	\$ -0-
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2.13 Social Security.....	\$ 347.91
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2.2 Professional travel

2.21 Daily or regular.....	\$ -0-
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2.22 Special trips.....	\$ 450.00
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3.0 Materials to be purchased.....	\$ 600.00
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4.0 Other Estimated Operational Expenditures.....	\$ -0-
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B. Student Stipends - total.....	\$ 5,500.00
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C. Total estimated STEP EXPENDITURE (total of the above)	\$ 14,397.91
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D. Estimated STEP Aid.....	\$ 7,198.95
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SCHOOL-TO-EMPLOYMENT PROGRAM 1964-65

1. District: City School District - MAP* - Syracuse, New York
2. Assigned Administrator: Dr. Mario D. Fantini,
Director - Madison Area Project

1001 Almond Street, Syracuse, New York
Telephone No. GR 4-6031, Ext. 271
3. Summary: The STEP Program in the Syracuse public school system will be used in an area of the city where the dropout rate is extremely high. It will be serviced by the trained special staff of the MAP*, as well as two graduate assistants. Approximately 45 students (from 7th, 8th, 9th and 10th grades) will be in the program, each child to be handled as a separate entity with a separate curriculum and set of work experiences. All experiences will be related to eventual work in the community.
4. Budget: Total Estimated Excess Cost of the program
for the year 1964-65----- \$14,397.91

*Madison Area Project